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ABSTRACT

This book provides a collection of brief biographical sketches with accompanying problems for students to learn the Creative-Problem-Solving (CPS) process. Selected profiles include man as the following: painter, writer, musician, composer, sculptor, actor, dancer, architect, photographer, and designer. In order for students to effectively use Creative Problem Solving: Faces of Man (The Arts) (CPS:FOM(TA)) they should be familiar with: the purpose and function of each step of CPS; the purpose and function of each level of thinking according to Bloom's Taxonomy; and the purpose and function of each step of the research scheme. Understanding the integration of Creative Problem Solving, Bloom's Taxonomy, and the Research Scheme enables an individual to break down the most complex research topic into workable components. CPS:FOM(TA) is an exmaple of the integration and interaction of CPS, Bloom's Taxonomy, and the Research Scheme in a sequential and hierarchal structure. Each process is presented separately for understanding and is followed by a simulation of their relationship to each other. Direct instruction in each process is essential. Sections of the book include: (1) "Teacher Section"; (2) "Literary Arts"; (3) "Performing Arts"; and (4) "Visual Arts." Contains a 16-item bibliography. (EH)

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Creative Problem Solving:

Faces Of Man

(The Arts)

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Jim Mc Alpine
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Creative Problem Solving:

Faces Of Man

(The Arts)

Jim Mc Alpine
Betty Weincek
Sue Jeweler
Marion Finkbinder

Educational Impressions

To:

Kathleen, Drew, Mark

Craig

Larry, Brie

T.G., Emily

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Table of Contents

TEACHER SECTION **5-20**

Introduction 7-8
Goals and Objectives 9
Audience and Use 10
Creative Problem Solving 11
Bloom's Taxonomy 12
Research Scheme 13
Integration of CPS, Bloom, and Research Scheme 14
Format of *CPS:FOM(TA)* 15
Simulation 16-18
Selected Bibliography 19

LITERARY ARTS **21-38**

Portraits 22-23
Much Ado About Nothing (Shakespeare) 24-25
A Real Terror (Poe) 26-27
Voice for a Dream (Hughes) 28-29
Kiddie Lit (Potter) 30-31
Future World (Orwell) 32-33
The Drama of Life (O'Neill) 34-35
Poetic Justice (Whitman) 36-37
Format Page 38

PERFORMING ARTS **39-56**

Portraits 40-41
Acting with Style (Bernhardt) 42-43
And All That Jazz (Ellington) 44-45
Gotta Dance (Fuller) 46-47
March to a Different Drummer (Sousa) 48-49
Music to My Ears (Anderson) 50-51
Action!!! (Sennett) 52-53
It's Not a Joke (Rogers) 54-55
Format Page 56

VISUAL ARTS **57-80**

Portraits 58-61
Chiselled Features (Rodin) 62-63
Natural Interpretations (O'Keeffe) 64-65
The Wright Way (Wright) 66-67
And the Mural Is... (Rivera) 68-69
A Great Impression (Cassatt) 70-71
A Picture's Worth a Thousand Words (Adams) 72-73
To Be Fashionable (Chanel) 74-75
Painter of the People (Lawrence) 76-77
What a Way to Gogh (van Gogh) 78-79
Format Page 80

Teacher Section

Introduction

Man's talents have many faces. This book examines the profiles of man's artistic face. Selected profiles include man as the following: painter, writer, musician, composer, sculptor, actor, dancer, architect, photographer, and designer.

Creative Problem Solving: Faces of Man (The Arts) is a collection of brief biographical sketches. Accompanying the sketches are problems which give the user of the book an opportunity to learn the Creative-Problem-Solving process.

In order for students to effectively use *CPS:FOM(TA)*, they should be familiar with 1) the purpose and function of the each step of Creative Problem Solving; 2) the purpose and function of each level of thinking according to Bloom's Taxonomy; and 3) the purpose and function of each step of the research scheme.

Once students have been introduced to these concepts, direct instruction should take place to demonstrate the purpose and value of integrating these concepts. Realizing the importance of the combination of these skills, students will then be able to apply the procedure to the given biographical information and the problems, questions, and bonus activities presented in this text.

Successful experiences with *CPS:FOM(TA)* will encourage and enable students to transfer the integration of Creative Problem Solving, thinking skills and research skills to other situations far beyond the scope of this book.

Understanding the integration of Creative Problem Solving, Bloom's Taxonomy, and the Research Scheme enables an individual to break down the most complex research topic into workable components. Research is an application of Creative Problem Solving and Bloom to a tangible end.

CPS:FOM(TA) is an example of the integration and interaction of CPS, Bloom's Taxonomy, and the Research Scheme in a sequential and hierarchal structure. Each process is presented separately for understanding and is followed by a simulation of their relationship to each other.

Direct instruction in each process is essential. This will enable the individual to understand the structure of each process. These elements should then be presented through the simulation provided. The simulation is designed to show the correlation of the three processes.

Integrating the three elements will enable the individual to more efficiently and effectively use research time. This integration provides the tools needed to identify, justify, and support conclusions in a rational way.

At the end of each section a "Make Your Own" format sheet can be found. Teachers and students are encouraged to create their own *CPS:FOM(TA)* Given, Problem, Questions, and Bonus to share.

GOALS

CPS:FOM(TA) is designed to:

1. provide students/teachers with practice/uses/applications for Creative Problem Solving, Bloom's Taxonomy, and Research Strategies
2. provide students with problem-solving, thinking, and research skills which are transferable to real-life, real-world situations/problems

OBJECTIVES

CPS:FOM(TA) is designed to:

1. provide a structured process for problem solving
2. provide a structured process for research
3. provide structured use/application of the interaction between Creative Problem Solving, Bloom's Taxonomy, and the Research Scheme
4. provide opportunities for specific research related to identified problems
5. use biographies of people in the arts as a means to integrate concepts with content areas
6. provide qualitative enrichment/extension activities
7. provide a substantive short-term and long-term activities package

AUDIENCE

CPS:FOM(TA) can be successfully used by:

1. anyone learning, teaching, or using problem-solving skills
2. anyone learning, teaching, or using critical-thinking skills
3. anyone learning, teaching, or using research skills
4. anyone interested in integrating Creative Problem Solving, thinking, and research
5. anyone interested in the arts
6. anyone interested in playing around with ideas

"Anyone" could be defined by the user of *CPS:FOM(TA)* as:

1. average students
2. honor students
3. gifted and talented students
4. learning disabled students
5. unmotivated students
6. students in the arts

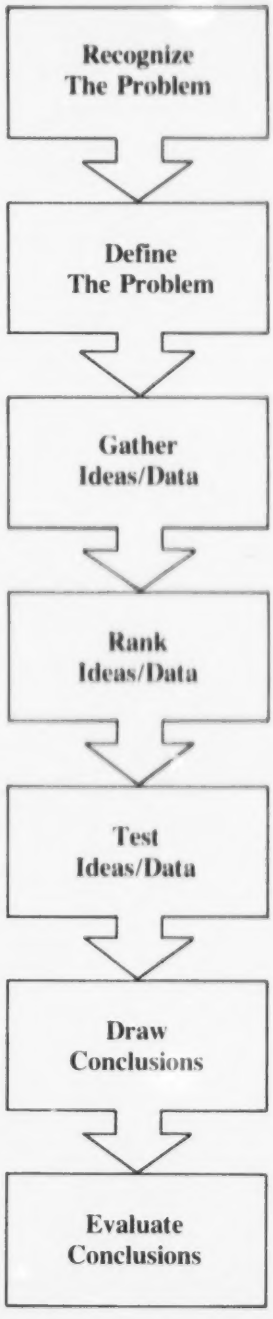
USE

CPS:FOM(TA) can be used:

1. to enrich curriculum in reading/language arts/literature/arts/social studies/library science
2. to extend curriculum
3. to replace curriculum components
4. as directed instruction
5. as independent study
6. by students singly, in pairs, or in groups
7. as a Type III Enrichment (Renzulli)
8. as a foundation for extra-curricular enrichment programs

Creative Problem Solving

Creative Problem Solving is a sequential, hierarchal process for defining, solving, and evaluating problems and solutions.



RECOGNIZE THE PROBLEM is realizing that there is a situation that requires a solution. (Does a problem exist?)

DEFINE THE PROBLEM is stating the problem situation in your own words. (What needs to be solved?)

GATHER IDEAS/DATA is brainstorming/collecting/finding ideas/data related to the problem. (What is known about the problem? What more do I need to find out? Where do I find out?)

RANK IDEAS/DATA is organizing the gathered information into a logical order that is most feasible for solving the problem. (What makes the most sense for solving the problem?)

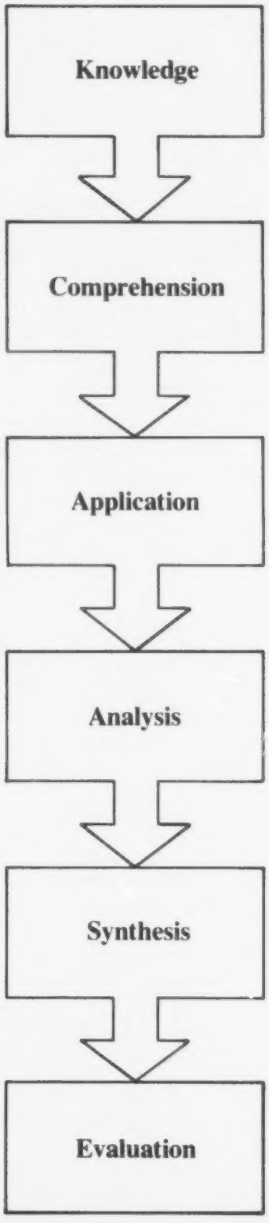
TEST IDEAS/DATA is using the ranked ideas to see which ones produce a solution to the problem. (Which ideas work?)

DRAW CONCLUSIONS is examining the solutions to determine which seem to be best. (Which solution will become the response to the problem?)

EVALUATE CONCLUSIONS is examining the solution for its effectiveness and efficiency in solving the problem. (Does the response solve the problem?)

Bloom's Taxonomy

Bloom's Taxonomy is a theory ordering the levels of the thinking process.



KNOWLEDGE is the recalling of information that is known. (What do you know?)

COMPREHENSION is understanding the information. (What does the information mean?)

APPLICATION is using/applying the information to a new situation. (How can you use what you know and understand?)

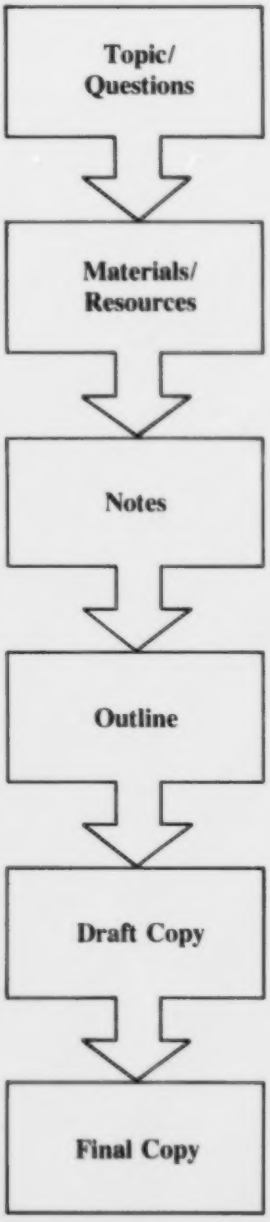
ANALYSIS is dissecting information into its component parts. (How does what you know and understand work?)

SYNTHESIS is creating a "whole" from parts of existing information. (How can you make something new from what you know and understand?)

EVALUATION is assessing the value of material based on established criteria. (Is what you created effective and efficient?)

Research Scheme

Research is a sequential, hierarchal process for discovering and organizing principles or facts about a given subject.



The TOPIC is the subject to be researched. It may be assigned or chosen. QUESTIONS are queries—assigned or self-selected—related to the TOPIC. (What is the thesis statement?)

The MATERIALS/RESOURCES are the sources of information to be used in researching the topic/questions. (What data do I need and where can I find it?)

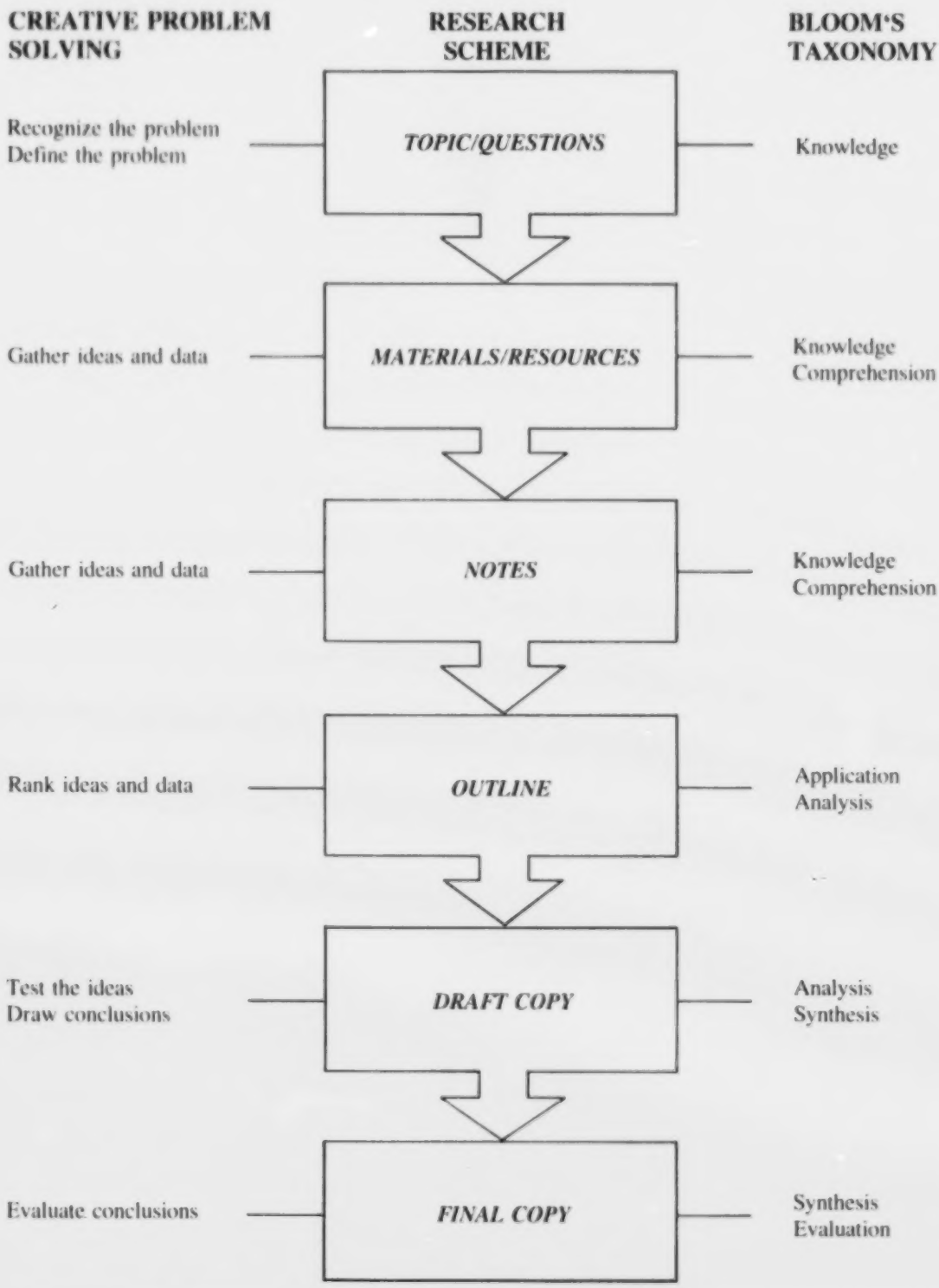
NOTES are important pieces of information concerning the topic/questions taken from the materials/resources and recorded for later use. (What information do I need to record?)

The OUTLINE is a way to structure and organize the information accumulated in the NOTES. (How do I order the recorded information?)

The DRAFT is a preliminary narrative compilation of information related to the topic/questions developed from the outline. (How might I present the preliminary response to the thesis statement?)

The FINAL COPY is the product which is a response to the topic/questions posed. (Does the outcome effectively/efficiently address the thesis statement?)

Integration: A Step-By-Step Guide



Format Of
Creative Problem Solving: Faces of Man (The Arts)

GIVEN:	Biographical sketch of a person in the arts.
PROBLEM:	The task. The completion requires the integration of Creative Problem Solving, Bloom's Taxonomy, and the Research Scheme.
QUESTIONS:	Researchable topics related to the GIVEN and/or the PROBLEM. The QUESTIONS may also be used to spark/focus specific research different from PROBLEM/BONUS. The QUESTIONS are ranked according to Bloom's Taxonomy.
BONUS:	Options and/or alternatives to the PROBLEM. These may be used to extend/expand research related to the GIVEN.

Simulation

Recognize the problem Define the problem	***TOPIC/ QUESTIONS***	Knowledge

***CREATE A MAGAZINE COVER COLLAGE
COMMEMORATING THE LIFE OF WALT DISNEY***

Topic: Walt Disney/Collage

Questions: Who was Disney? (plus what, where, when . . .)
What did he do?
Who influenced him?
Whom did he influence?
What did he influence?
What were his accomplishments?
What were his contributions?
What is a collage?
What do I need to know about magazine covers?

Gather ideas and data	***MATERIALS/ RESOURCES***	Knowledge Comprehension

Appropriate to the TOPIC/QUESTIONS, look up:

Disney, collage, magazine lay-out

Sources: Encyclopedias, magazines, biographies, film archives, filmstrips, dictionaries, toy stores, book stores, television, Disneyland, Disney World

16

Gather ideas and data	*NOTES*	Knowledge Comprehension

To be taken in a format appropriate to the TOPIC: key words, phrases, sentences
Note cards
Sample visuals, tapes, etc.

For example: Disney characters, theme parks, music, artifacts (for example, watches), toys, film clips, events (for example, Ice Show), television, illustrations

Rank ideas and data	*OUTLINE*	Application Analysis

I. Disney profiles/portraits

II. Disney characters
   A. Mickey Mouse
   B. Donald Duck
   C. Goofy

III. Disney artifacts
   A. Toys
   B. Games

IV. Disney media

etc.

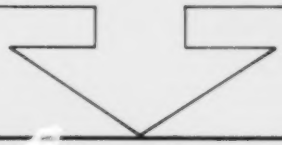
(Select which are most important for placement in the collage.)

17

Test the ideas Draw conclusions	***DRAFT COPY***	Analysis Synthesis

Preliminary layout(s) of collage including magazine title, volume, date, logo

May be several layouts from which to choose.



Evaluate conclusions	***FINAL COPY***	Synthesis Evaluation

The chosen collage assembled as a magazine cover

(Does it effectively/efficiently deal with the TOPIC presented?)

18

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This is a selected general-use bibliography covering most of the personalities in *Creative Problem Solving: Faces of Man (The Arts)*. Specific bibliographic entries are available for individual personalities (biographies, autobiographies, trade books, historical references, etc.).

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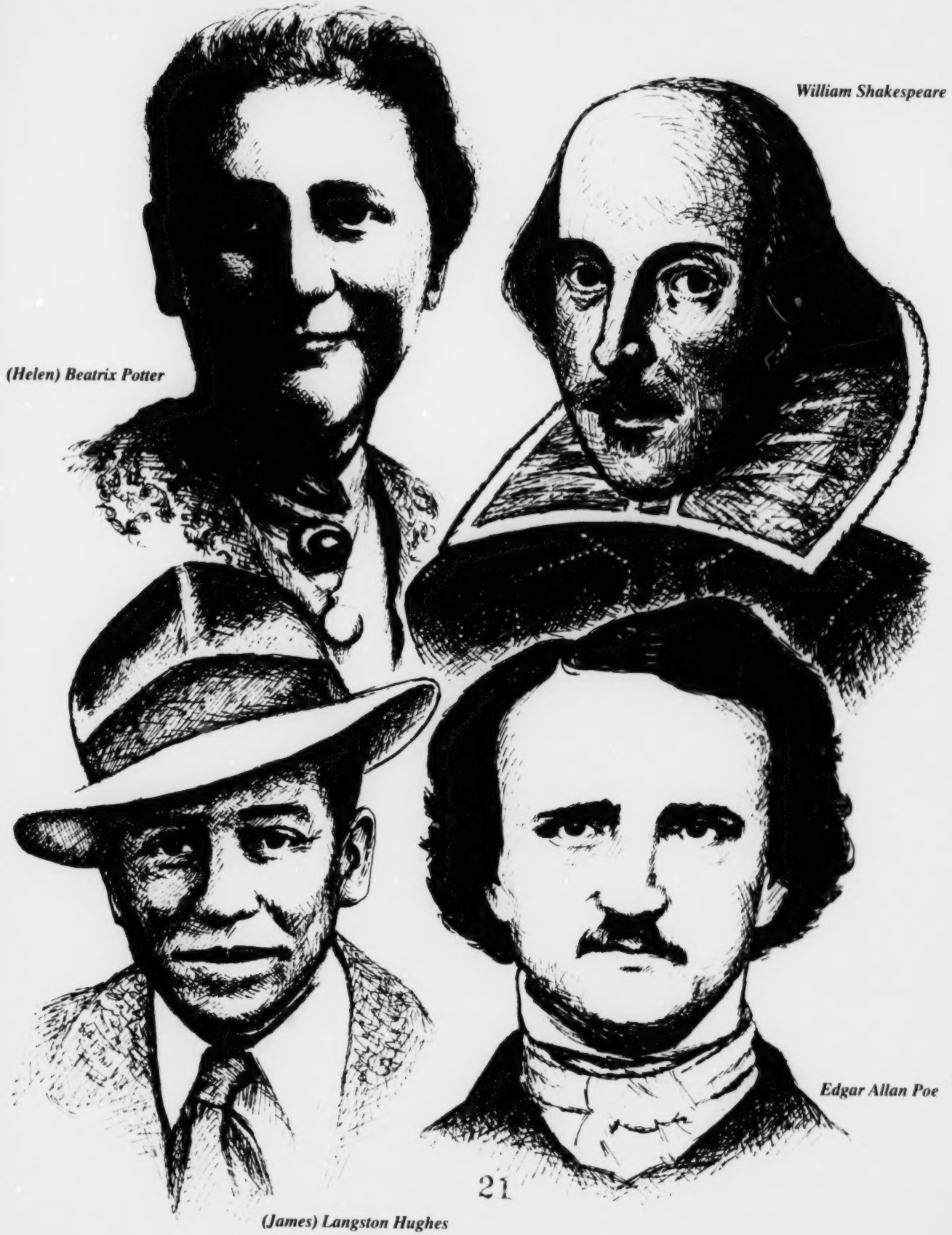
Literary Arts



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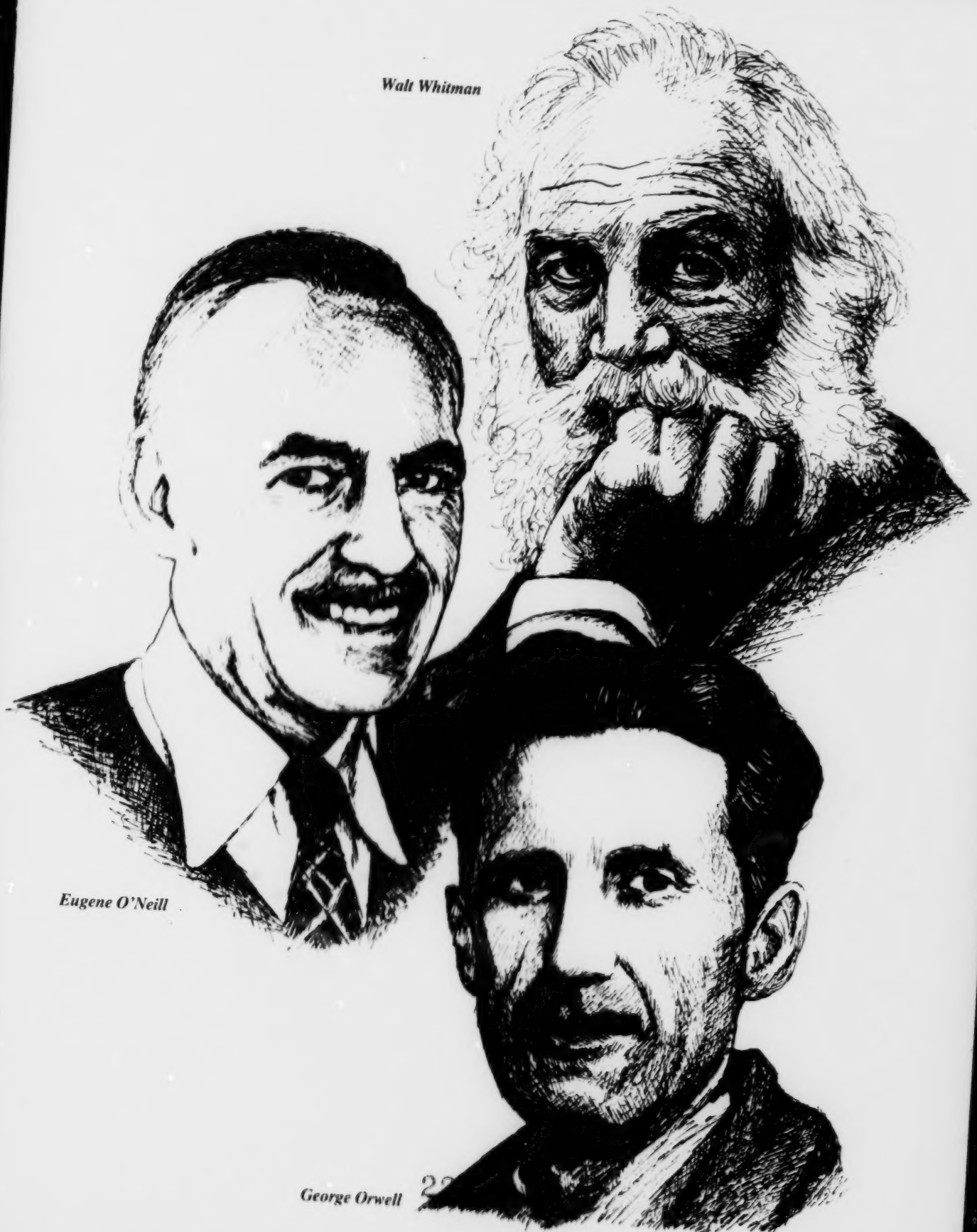

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Much Ado About Nothing

GIVEN:

William Shakespeare (1564-1616) was an English playwright of the Elizabethan era. Considered by many to be one of the greatest writers of all time, he wrote comedies, histories, and tragedies. The four tragedies which were written between 1600 and 1606—*Hamlet, Othello, King Lear,* and *Macbeth*—are among his best works. Shakespeare also wrote 154 sonnets and 2 narrative poems. For the most part Shakespeare used old plots instead of inventing new ones; however, his use of language made them uniquely his own. He coined many new words and phrases which have become part of everyday English language usage. His plays were appealing to both the common people and the aristocracy who commissioned his works. Because of the structure of Shakespeare's works, which include metered verse and rhyming, they are better understood in performance than when read.

PROBLEM:

Write an existing television show in the style of William Shakespeare. (WRITE/SYNTHESIS)

THOUGHTS:

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Questions to assist you in your research and thinking follow.

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These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. Who was Shakespeare and when did he write?	KNOWLEDGE
2. When did he really live?	COMPREHENSION
3. Which words/phrases would you use in the program?	APPLICATION
4. What were the elements of his style?	ANALYSIS
5. Why is Shakespeare working for television?	SYNTHESIS
6. Is the T.V. show successful? Why or why not?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Write a proposal for a grant Shakespeare would have written to get money to support his work.
- Design a set for a Shakespearean play.
- Compare Shakespeare to a modern playwright. (For example, O'Neill or Simon)
- Decide whom Shakespeare would have invited to an exclusive cast party.

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A Real Terror

GIVEN:

Edgar Allan Poe (1809-1849) was an American short story writer, poet, and literary critic. He wrote tales of terror, clever detective stories, and romantic lyric poems. Poe is known as the father of the modern mystery and detective story. He was left an orphan at the age of two when his touring actor parents died and was soon after adopted by John and Francis Allan. He was a moody child who later was hounded by visions and nightmares. He attended the University of Virginia as well as the U.S. Military Academy at West Point, but he never completed his studies. He ran into debt, became unstable, and he began to drink. The death of his young wife of tuberculosis in 1847 made his depression more severe. However, in the summer of 1849 he became engaged to a childhood sweetheart. A few months later, after having disappeared for five days, he was found near death outside a voting place in Baltimore, and he died without ever really regaining consciousness. Among his many well-known works are "The Raven," "The Fall of the House of Usher," and "The Masque of the Red Death."

PROBLEM:

Plan and build a stage for one of Poe's works based upon his own words.
(PLAN/BUILD/SYNTHESIS)

THOUGHTS:

Questions to assist you in your research and thinking follow.

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These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. What word clues for the set design does Poe's work provide? KNOWLEDGE
2. What plot action takes place within the story that will affect the set design? COMPREHENSION
3. How does the set design reflect the mood? APPLICATION
4. What elements of the chosen work could not be translated into the set design? ANALYSIS
5. Which colors would best convey the unique characteristics of the work? SYNTHESIS
6. How does the set design enhance the understanding of the work chosen? EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Hypothesize as to what occurred during Poe's five-day disappearance.
- Analyze why Edgar Allan Poe attacked Henry Wadsworth Longfellow's literary works.
- Research the impact of Charles Baudelaire on Poe's popularity in France.
- Assess why Poe's work is either hated or loved in literary circles.

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Voice for a Dream

GIVEN:

(James Mercer) Langston Hughes (1902-1967) was known as the "poet laureate of the Negro race." He attended Columbia University from 1921-1922. He left and became deeply involved in the Harlem literary experience. For the next few years, Hughes drifted; he traveled in Mexico, Europe, and Africa as well as in the United States. In 1925 he began showing poems he had written and he won a writing contest sponsored by *Opportunity Magazine*. In 1926, while working as a busboy in Washington, D.C., he met Vachel Lindsay, a noted poet, who helped him publish his first book of poetry, *The Weary Blues*. He was awarded a scholarship to Lincoln University and received his degree in 1929. During his career, Hughes wrote plays, stories, poems, operas, autobiographies, and newspaper columns. Many of his works focused on injustice toward and oppression of Blacks. He often conveyed his point of view through humor and the use of dialect. The Spingarn Medal was among his many awards for his work.

PROBLEM:

Present a dramatic reading of a work of Langston Hughes which you believe best conveys his philosophy.
(PRESENT/SYNTHESIS)

THOUGHTS:

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27

Questions to assist you in your research and thinking follow.

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These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:		
	1. What did Hughes write?	KNOWLEDGE
	2. What was Hughes' philosophy?	COMPREHENSION
	3. How did Hughes employ his writings to convey his political message?	APPLICATION
	4. How is a written work analyzed for transference to a dramatic reading?	ANALYSIS
	5. What techniques might be used to enhance the dramatic reading?	SYNTHESIS
	6. What is the justification for the selection chosen for the dramatic reading?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare Hughes' poetry to the lyrics of blues music.
- Select five photographs of Gordon Parks that best convey Hughes' literary message.
- Determine the influence of Hughes on the writings of Martin Luther King.
- Determine if Hughes could still be the "poet laureate of the Negro race."

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Kiddie Lit

GIVEN:

(Helen) Beatrix Potter (1866-1943) was the creator of Peter Rabbit and many other animal characters of children's literature. She not only wrote the stories, but also drew the pastel, water-color illustrations for the books. Potter was born into a wealthy cotton-heir family in South Kensington, Middlesex, England. She led a long, lonely, and repressed childhood. In fact, she was still living with her parents, sleeping in the nursery, at nearly 40 years of age. Holidays were spent in Scotland where she developed an interest in and an appreciation of nature and a talent for drawing what she observed. *The Tale of Peter Rabbit* was created as a get-well story for the child of a friend. It was published in 1900. Between 1902 and 1913 Potter created and published most of her books. In 1913 she married, bought a farm, and moved out of the limelight. She spent the rest of her life working to enlarge the farm to 4000 acres, breeding sheep, and trying to arrange a way to preserve the land and traditional ways of her region of England.

PROBLEM:

Re-illustrate a Beatrix Potter story using an abstract art form. (RE-ILLUSTRATE/SYNTHESIS)

THOUGHTS:

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29

Questions to assist you in your research and thinking follow.

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These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:		
	1. What is abstract art?	KNOWLEDGE
	2. How do illustrations help the reader to understand a story?	COMPREHENSION
	3. How can abstract shapes or forms be used to represent realistic/natural things?	APPLICATION
	4. How does an abstract illustration change the impact of the words in the story?	ANALYSIS
	5. What marketable spin-offs could be developed based on the abstract pictures?	SYNTHESIS
	6. How would abstract illustrations affect children's reactions to the story?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Analyze the process of getting a work published.
- Write and illustrate a children's book.
- Compare Potter's life to Emily Dickinson's.
- Explain why Potter dropped out of public life after her marriage.

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Future World

GIVEN: George Orwell (1903-1950) was the pseudonym used by Eric Arthur Blair, an English novelist and critic of society. He was born in India and although his family belonged to the sahib class, they were rather poor. He was a bright student and was awarded with a scholarship to Eton, which he attended from 1917-22. It was in Eton's periodical that he published his first writing. He refused a scholarship to a university and instead went to Burma as assistant district superintendent in the Indian Imperial Police. However, he grew more and more ashamed of his role in the British imperial establishment. In 1928 he resigned. He tried to rid himself of his feelings of guilt by living in extreme poverty among the poor in England and Europe. Sleeping in public places and nearing starvation, he believed no one cared whether he lived or died. These experiences, which lasted until the mid-thirties, provided much of the material for his later writings. In 1944 he wrote *Animal Farm*, an animal fable which satirizes communism. His most famous book, *1984*, predicts a future society in which thought and behavior are strictly controlled. He died in London of tuberculosis.

PROBLEM: Create a dialogue between George Orwell and Joseph Stalin. (CREATE/SYNTHESIS)

THOUGHTS:

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31

Questions to assist you in your research and thinking follow.

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These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. What was Orwell's political philosophy?	KNOWLEDGE
2. Which aspect of Orwell's political philosophy was shown in *Animal Farm*?	COMPREHENSION
3. How did Orwell use his experience as a street person in his writing?	APPLICATION
4. Why has the term "Orwellian" become part of the English language?	ANALYSIS
5. In what year will *1984* happen? Why?	SYNTHESIS
6. How did Orwell's political philosophy affect his life?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Write an outline for the novel *2084*.
- Interview George Orwell for a T.V. special.
- Identify the concerns George Orwell would have in contemporary society.

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The Drama of Life

GIVEN:

Eugene O'Neill (1888-1953) was the only American playwright to win the Nobel Prize for Literature. He also won four Pulitzer Prizes in drama. His education took place in boarding schools in the Bronx and in Connecticut, where his family's only permanent home was located. He attended Princeton for a year but dropped out to experience what he regarded as the real education of "life experience." By the age of 24, O'Neill had lived as an alcoholic derelict on the waterfronts of Buenos Aires, Liverpool, and New York, and at one point he attempted suicide. He recovered and became a newspaper reporter but he was soon stricken with tuberculosis. His time in the sanitorium (1912-13) gave him time for reflection. After his recovery, he began to write plays. By 1916 O'Neill's first one-act play had been produced. He wrote one-acts based on his earlier experiences through 1919. In 1920 the his first longer play, *Beyond the Horizon*, was written and produced. He continued to write through the 1940's and *The Iceman Cometh*, written in 1946, became one of his best known works. His later years were bitterly spent in a hotel room where he saw only his doctor, his nurse and his third wife. O'Neill was the first American dramatist to perceive the stage as a forum for the expression and presentation of literature. He attempted to show the conflict between idealism and materialism. His plays have the tragic sense and strength of Greek tragedy housed in the contemporary issues and emotions of his time.

PROBLEM:

Create a representation, in some media other than a play, of one of the themes used by O'Neill.
(CREATE/SYNTHESIS)

THOUGHTS:

Questions to assist you in your research and thinking follow.

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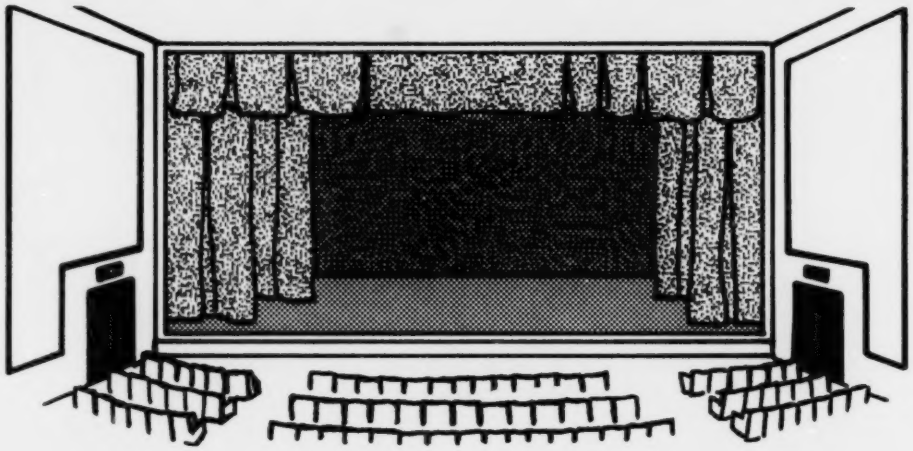

These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. Which of O'Neill's plays won the Nobel Prize for Literature?	KNOWLEDGE
2. Which issues, contemporary to O'Neill, were dealt with in his plays?	COMPREHENSION
3. How did O'Neill use his personal experiences in his plays?	APPLICATION
4. Which themes appear and reappear in his works?	ANALYSIS
5. What would have happened to O'Neill's writing had he not had a personal crisis in 1913? Why?	SYNTHESIS
6. How would an O'Neill play produced on T.V. be critiqued by a present-day reviewer?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Identify the Greek origins for one or more of O'Neill's characters or themes.
- Prepare and present a brief scene from an O'Neill play.
- List the criteria for winning the Nobel or Pulitzer Prize and indicate why O'Neill's works were chosen.

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Poetic Justice

GIVEN: Walt Whitman (1819-1892) was a great American poet whose poems conveyed the relationships between our bodies and our souls and the the universe. He left school at the age of eleven and began learning the printing trade. He worked as a journeyman printer, a teacher, and from 1839-49 as a writer and editor for various New York newspapers. From 1850-54 he ran a printing office and stationery store, built houses, and speculated in real estate to support himself. Whitman began to experiment with new verse forms. His unique style was understood and appreciated by the masses. His poems and poetry anthologies included *Leaves of Grass*, *Drum Taps*, "Song of Myself" and "O Captain! My Captain!" Having had a tremendous influence on writers of his own and later times, Whitman was elected to the Hall of Fame in 1930.

PROBLEM: Write a poem about space exploration in the style of Whitman. (WRITE/SYNTHESIS)

THOUGHTS:

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QUESTIONS:	1. What poetic style did Whitman use?	KNOWLEDGE
	2. Why was Whitman's poetry so popular with the masses?	COMPREHENSION
	3. How did Whitman's poetry affect the American self-image?	APPLICATION
	4. What elements of his poetry were considered a new verse form? Why?	ANALYSIS
	5. How would you structure one of Whitman's poems for a Reader's Theater exercise?	SYNTHESIS
	6. Why did Whitman's poetry go out of vogue?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Create a song using Whitman's poetry as lyrics.
- Create an original unorthodox verse form.
- Illustrate a favorite Whitman poem.
- Write a Whitman poem in narrative form.

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Literary Arts

GIVEN:

PROBLEM:

THOUGHTS:

QUESTIONS:

BONUS:

37

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Performing Arts

Loie Fuller

John Philip Sousa

"Duke" Ellington

Sarah Bernhardt

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Marian Anderson

Will Rogers

Mack Sennett

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Acting With Style

GIVEN: Sarah Bernhardt (1844-1923) was a famous French actress who developed a distinctive, flamboyant acting style and set the standard for proper French speech. She used lavish decors, exotic costumes, pantomime, and heightened emotional and physical realism. She studied acting for two years at the Paris Conservatory; however, she thought their methods old-fashioned and left in 1862. That same year she made her acting debut with the National Theater Company, the Comédie-Française. As the result of a feud with another actress, her contract was cancelled. In 1866 she signed a contract with the Odeon Theater and during her six years with them her reputation as an actress grew. In 1872 she returned to the Comédie-Française, but her real fame began in 1880 when she formed her own company. She spent the rest of her career as an international touring star. Lead roles in melodramas were written just for her. In addition to being a renowned actress, she was also a painter; a sculptor; and a writer of poems, plays, an autobiography, and a book on acting and the theater. An injury to her knee in 1905 during a performance led to the amputation of her leg in 1915. She still visited soldiers at the front during World War I and also toured the United States, playing her parts while seated.

PROBLEM: Write a continuing character role for Sarah Bernhardt in a soap opera. (WRITE/SYNTHESIS)

THOUGHTS:

41

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QUESTIONS:	1. What roles did Sarah Bernhardt play?	KNOWLEDGE
	2. What is the nature of a soap opera story line?	COMPREHENSION
	3. How is a continuing character used in a soap opera?	APPLICATION
	4. What are the similarities between theatrical melodrama and soap operas?	ANALYSIS
	5. How would Sarah Bernhardt portray your favorite soap opera character? Explain?	SYNTHESIS
	6. Would she receive an Emmy for her role? Why?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare Sarah Bernhardt's impact on theater with Isadora Duncan's impact on dance.
- Determine the place of melodrama in the history of the theater.
- List famous personages Bernhardt met during her lifetime.
- Analyze who Bernhardt's present colleagues would be.

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And All That Jazz. . .

GIVEN:

Edward Kennedy Ellington (1899-1974), better known as Duke Ellington, was born in Washington, D.C. He became one of the foremost giants in American jazz music, establishing himself and his orchestra as the epitome of the "Big Band Sound" during the period known as the Harlem Renaissance. He formed his first jazz band in Washington, D.C., in 1918 but moved to New York City in 1922. Many consider Ellington's move to New York as the most important occurrence in the history of American jazz because almost all of the great jazz musicians performed with Ellington's band during its long period of popularity. Ellington was best known as a musical arranger and he pioneered the use of the wordless voice as a musical instrument in orchestration. His original compositions include *Mood Indigo, I Got It Bad and That Ain't Good, Don't Get Around Much Anymore*, and *Satin Doll*. Ellington also wrote piano suites, the most important being *Black, Brown and Beige* and *Harlem*. During his lifetime he received many awards including the Spingarn Medal and the Grammy Award.

PROBLEM:

Design an album or record cover for a new release of one of Duke Ellington's compositions.
(DESIGN/SYNTHESIS)

THOUGHTS:

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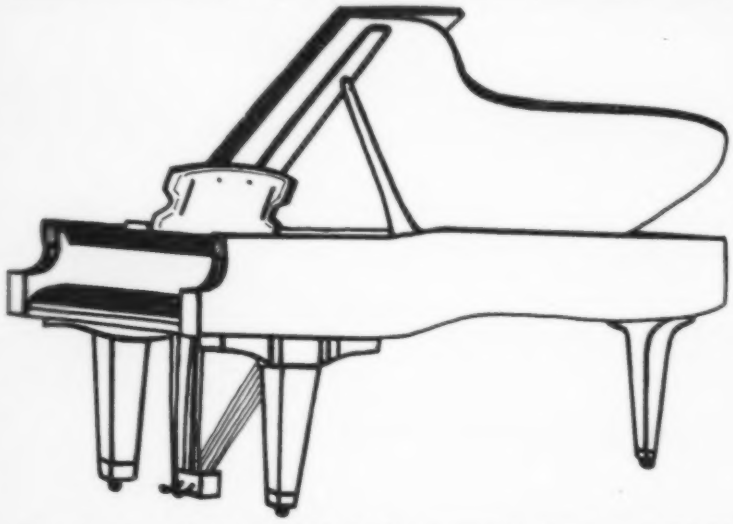

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QUESTIONS:		
	1. What is jazz music?	KNOWLEDGE
	2. Who were the great musicians who performed with Ellington's band?	COMPREHENSION
	3. How does a musical arranger adapt a composer's music?	APPLICATION
	4. How did Ellington personify the music of the Harlem Renaissance?	ANALYSIS
	5. How could your record cover reflect Ellington's particular style of orchestration?	SYNTHESIS
	6. How would a record cover design for the same Ellington music change from 1925 to today?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare "uptown" Duke Ellington and "downtown" George Gershwin music.
- Choose a Langston Hughes poem and set it to Ellington music.
- Analyze four different arrangements of the same musical composition.

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Gotta Dance

GIVEN:

(Marie Louise) Loie Fuller (1862-1928) is considered one of the originators of the new American modern dance. She was thought to be extremely intelligent and even had her own scientific laboratory. Ms. Fuller was an innovator in the use of lighting for the stage and worked with Madame Curie to create a "radium dance." Loie Fuller had little formal dance training but was an accomplished actress. Her dance experience came from improvising within a theater production to enhance the audience's enjoyment of the work. In 1899 she became an "overnight success" when one of her "inspired" dances made a sensation. Fuller called this dance the *Serpentine* and it quickly achieved the status of a fad throughout the world. Many imitators became "serpentine" dancers. Loie Fuller's performance of the *Serpentine* and her *Fire Dance*, done on a glass-top stage lit from below, made her an inspiration for the artists of the Art Nouveau Period. Raoul Larche modeled her in a lamp and Toulouse-Lautrec made many posters of her. She was fascinated by invention and early in the 20th Century began to work in film. She always found a new effect, a new idea, and a way to use it. Her art, like Art Nouveau, tried to return to the natural forms in the environment of the developing technology of the 20th Century.

PROBLEM:

Create a "flip book" demonstrating the movement of Loie Fuller's *Serpentine* dance.
(CREATE/SYNTHESIS)

THOUGHTS:

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45

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QUESTIONS:

1. What is a flip book?	KNOWLEDGE
2. What movement components would be part of a "Serpentine" dance?	COMPREHENSION
3. Why is the *Serpentine* dance uniquely appropriate for a flip book creation?	APPLICATION
4. Why would Loie Fuller be involved in a working relationship with Madame Curie?	ANALYSIS
5. As Loie Fuller affected Art Nouveau decorative arts, how will your favorite performer affect the decorative arts?	SYNTHESIS
6. How and why did her style of dance become popular at the time it did?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Predict in which aspect of the arts Fuller would be creating today.
- Trace the role of the flip book in the development of motion pictures.
- Explain the influence Fuller had on modern dancers like Alwin Nicolais and Merce Cunningham.

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March to a Different Drummer

GIVEN:

John Philip Sousa (1854-1932), born in Washinton, D.C., was an American bandmaster, conductor, and composer. His career began at age eleven when he played the violin. Known as the "March King" because he wrote about 140 military marches, Sousa also composed waltzes, songs, operettas, and orchestral suites. In 1880 Sousa was appointed leader of the United States Marine Band and later, after his discharge, he formed "Sousa's Band." He traveled throughout the United States and Europe, giving concerts which included his well-known marches: *The Stars and Stripes Forever, The Washington Post,* and *Semper Fidelis*. During World War I he enlisted in the Navy in order to train the band at the Great Lakes Naval Base in Illinois. Sousa received many awards, including the Victorian Order from King Edward VII of England. He died in Reading, Pennsylvania.

PROBLEM:

Determine a present application for a John Philip Sousa march. (DETERMINE/EVALUATION)

THOUGHTS:

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47

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QUESTIONS:

1. What was Sousa's musical background?	KNOWLEDGE
2. What makes a march a march?	COMPREHENSION
3. How was Sousa's music used at the time of its composition?	APPLICATION
4. Why are Sousa's marches associated with patriotism?	ANALYSIS
5. What adaptations would have to be made by a marching band if the time signature were changed?	SYNTHESIS
6. When and why did Sousa's music go out of favor?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Describe how the march was used in military campaigns.
- Compare the music of Sousa and John Williams. Explain how each composer's music has been used.
- Compose a march for a specific purpose.

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Music to My Ears

GIVEN:

Marian Anderson (b. 1902), an American contralto, became the first Black soloist to sing with the Metropolitan Opera of New York City. Born in Philadelphia, she sang in church choirs and studied voice, using money raised by her church for lessons. Anderson made concert tours in Europe and in 1939 she planned to sing in Constitution Hall in Washington, D.C.; however, the DAR (Daughters of the American Revolution) would not allow her to appear there because she was Black. This prompted First Lady Eleanor Roosevelt to resign from the DAR and to help arrange a concert on the steps of the Lincoln Memorial. On Easter Sunday 75,000 people gathered to hear Ms. Anderson sing. This event increased public awareness of the racial prejudice that existed. Marian Anderson won a medal for her achievements, served as a United States delegate to the United Nations, and in 1977 won the United Nations Peace Prize. She also wrote her autobiography, *My Lord, What a Morning*.

PROBLEM:

Write a newspaper editorial about the events that precipitated Marian Anderson's concert at the Lincoln Memorial.
(WRITE/SYNTHESIS)

THOUGHTS:

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49

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QUESTIONS:	1. What is the DAR?	KNOWLEDGE
	2. What kinds of music did Marian Anderson sing?	COMPREHENSION
	3. What was the influence of the church choir on Marian Anderson?	APPLICATION
	4. Why was Marian Anderson chosen to be a delegate to the United Nations?	ANALYSIS
	5. How would you make the public aware of a contemporary social injustice?	SYNTHESIS
	6. Why were the steps of the Lincoln Memorial chosen for the concert?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Trace the Civil Rights Movement back to Marian Anderson's concert on the steps of the Lincoln Memorial.
- Explain the DAR's position and rationale in refusing Anderson the use of Constitution Hall for her concert.
- Identify Black musicians/singers who began performing in church choirs.
- List people who might be prohibited from playing in some hall in the United States today. Explain.

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Action!!!

GIVEN:

Mack Sennett (1880-1960), born Michael Sinott, was a Canadian-born, American movie director and producer who came to be known as the father of American slapstick films. As a young man, he performed in circuses and burlesque. Later he became known for producing the silent film "Keystone Kops" comedies. These comedies included slapstick humor as evidenced by the pie-throwing and chase scenes. Bathing beauties and the Keystone Kops were included in the productions and among the early movie stars to appear were Buster Keaton, Gloria Swanson, and Charlie Chaplin. His studio, where the first American feature-length comedy was made, turned out about 1,000 short comedies. Sennett retired in 1935 after the advent of talking pictures and the Depression had lessened the interest in his type of film-making.

PROBLEM:

Develop a T.V. pilot using Sennett's techniques.
(DEVELOP/SYNTHESIS)

THOUGHTS:

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QUESTIONS:		
	1. What is slapstick?	KNOWLEDGE
	2. What constitutes slapstick comedy?	COMPREHENSION
	3. How does the term slapstick relate to Sennett's comedies?	APPLICATION
	4. What effect did sound in movies have on slapstick comedy in movies?	ANALYSIS
	5. How would you "block" a chase for a TV show in the style of Sennett?	SYNTHESIS
	6. Why has physical humor remained popular?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Stage a Sennettesque Keystone Kop scene based on a children's story.
- Determine how the introduction of sound changed the concept of comedy in film.
- Identify elements of Sennett's comedy genius in contemporary entertainment.

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It's Not a Joke

GIVEN:

Will Rogers (1879-1935) was an American humorist, entertainer, and actor. He grew up in cattle country and became adept with the lasso. He found formal education confining and gave it up to become a cowboy and rope artist with a touring circus. He introduced humorous patter into his act and appeared in many Wild West and vaudeville shows, delighting audiences with his Southwestern drawl and relaxed manner. He rose to stardom on Broadway in musical revues and in 1915 he appeared in Ziegfeld's *Midnight Follies*. His homey, good-natured humor often became satirical and he often dealt with political topics and comments on the social scene. In 1922 he began to write a weekly and then daily column for a syndicated newspaper. Rogers toured Europe as an unofficial goodwill ambassador, wrote books, and was a successful motion-picture actor. He died in a plane crash near Point Barrow, Alaska.

PROBLEM:

Create a radio script Will Rogers would have used to discuss current political issues.
(CREATE/SYNTHESIS)

THOUGHTS:

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53

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QUESTIONS:

1. Why was Will Rogers a popular entertainer?	KNOWLEDGE
2. What was Will Rogers' style of political comedy?	COMPREHENSION
3. How did he use his style to affect the political arena?	APPLICATION
4. How did Will Rogers use humor to convey political messages?	ANALYSIS
5. In what current T.V. series could you cast Will Rogers? Why?	SYNTHESIS
6. Why was Rogers one of the most important political commentators of his time?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare Will Rogers' humor to that of Mark Russell or to the humor found in "Pogo," "Doonesbury," or "Bloom County."
- Write a press release for an appearance by Will Rogers.
- Choose two people throughout history with whom Will Rogers would be friends. Explain.
- Deliver a monologue by Will Rogers as if he were living in 44 B.C.

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Performing Arts

GIVEN:

PROBLEM:

THOUGHTS:

QUESTIONS:

BONUS:

55

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Visual Arts

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Auguste Rodin

Georgia O'Keeffe

57

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Mary Cassatt

Frank Lloyd Wright

Diego Rivera

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Ansel Adams

Gabrielle Chanel

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Jacob Lawrence

Vincent van Gogh

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Chiselled Features

GIVEN:

Auguste Rodin (1840-1917), a French sculptor, has been called the modern-day Michelangelo. His work returned the form of modern sculpture to an interest in and expression of the human body in its most appealing form. Born to a poor Paris family, at 17 he attempted to gain entry to the École des Beaux-Arts but failed the competitive exams. His early works were rejected by the official Salon and he earned his living doing decorative stonework. At age 35 he had not yet begun to demonstrate his genius. He visited Italy and was inspired by the works of Michelangelo and Donatello. On his return to Brussels he began work on the unique bronzes which shocked official circles with their realism, emotion, and strength. By 1880, at the age of 40, his reputation had been established. Many of Rodin's best-known individual pieces, like *The Thinker* and *The Kiss*, were small elements of the never completed bronze door for the Musée des Arts Decoratifs. Commissioned for delivery in 1884, it was still unfinished at his death in 1917. Based upon Dante's *Divine Comedy*, it came to be known as "La Porte de l'Enfer" ("The Gates of Hell"). Some of his works were so sensous, unusual, realistic, or unflattering that they caused riots. His later works led the way for 20th Century abstract sculpture. Rodin also produced a multitude of drawings, etchings, and illustrations as well as some attempted literary works.

PROBLEM:

Design an exhibition for the Paris Salon of the first showing of several works by Rodin.
(DESIGN/SYNTHESIS)

THOUGHTS:

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61

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QUESTIONS:

1. What was the theme of most of Rodin's work?	KNOWLEDGE
2. Why did Rodin's early work meet with limited success?	COMPREHENSION
3. How did Rodin's style change the popular tastes in sculpture?	APPLICATION
4. Why did Rodin continue to change "The Gates of Hell"?	ANALYSIS
5. What would a Rodin-designed door frame for your room look like?	SYNTHESIS
6. How would the work of Rodin be responded to if it were being introduced for the first time today? Why?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Investigate how galleries mount shows today.
- Define how Rodin and painters contemporary to him changed the power of the Salon.
- Compare the "Gates of Hell" to the "Gates of Heaven."
- Compare the popular choice of medium for sculpture during Rodin's early career to his choice of bronze.

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Natural Interpretations

GIVEN:

Georgia O'Keeffe (1887-1986) was an American painter best known for her semi-abstract interpretations of nature and forms in nature. Georgia O'Keeffe was born and raised on a farm near Sun Prairie, Wisconsin. She studied at the Art Institute of Chicago and the Art Students League in New York. In 1916 some of her works were shown by innovative photographer, Alfred Stieglitz. He organized a one-woman show of her works the next year and they were married in 1924. It was about this time that O'Keeffe began to paint the large sensuous flowers for which she became quite well-known. Another favorite subject for her work was animal skulls. She painted these simple subjects in unique, almost abstract, and fresh ways using both realistic and unusual colors to manipulate the viewer's attention and understanding of each painting. In 1929 she visited New Mexico and after the death of her husband, she spent much of her life there. Her life-long fascination with the light, texture, and color of the desert became the focus of much of the rest of her work.

PROBLEM:

Write a "word picture" of one of O'Keeffe's flower paintings for someone who cannot see.
(WRITE/SYNTHESIS)

THOUGHTS:

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63

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QUESTIONS:

1. What are some of the kinds of flowers O'Keeffe painted?	KNOWLEDGE
2. What aspects of the work would be the focus of the "word picture"?	COMPREHENSION
3. What writing style(s) would be used to convey the "word picture"?	APPLICATION
4. What elements of the picture are not transferable by words?	ANALYSIS
5. How could you change your "word picture" into a poem?	SYNTHESIS
6. How would it be possible to ascertain the unsighted person's understanding of the painting?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare O'Keeffe's artistic expression to that of John James Audubon.
- Describe the impact of setting on O'Keeffe's work.
- Discuss the emotional impact of O'Keeffe's work contrasted to that of Andy Warhol.

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The Wright Way

GIVEN:

Frank Lloyd Wright (1867-1959) was a creative genius of American architecture. He designed 800 buildings, 380 of which were built and 280 of which remain standing. His concepts of architecture were unorthodox. He used colors, forms, and textures of nature in his buildings. A great innovator/originator, Wright infused the ancient architecture of the Japanese, Maya, and Mediterraneans into structures that looked fresh and exciting decades after being built. He adapted his buildings to their environments as well as to the needs of the people who were to live and work in them. His engineering skills were so great that his Imperial Hotel in Tokyo, completed in 1922, was the only major building in the area to survive the earthquake of 1923! His most famous creations include Fallingwater, the Guggenheim Museum, Taliesin, and the Johnson Wax Company administration building. He conducted a school for apprentices at Taliesin and he also wrote several books.

PROBLEM:

Design a house based on the philosophy of Frank Lloyd Wright. (DESIGN/SYNTHESIS)

THOUGHTS:

Questions to assist you in your research and thinking follow.

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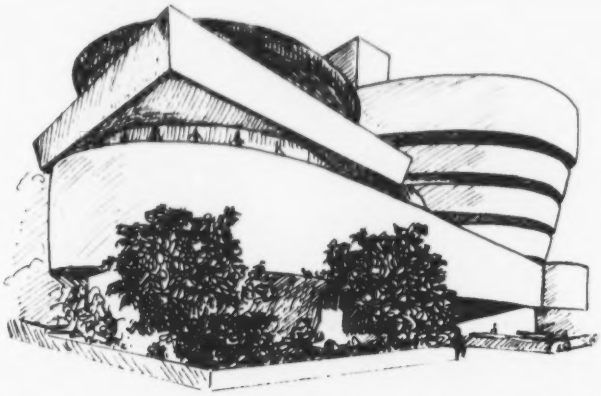

These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. What were the "prairie style" and the "organic style" of architecture used by Wright?	KNOWLEDGE
2. What did Wright see as the purpose of architecture?	COMPREHENSION
3. How did Wright change architecture?	APPLICATION
4. What design breakthroughs did Wright propose?	ANALYSIS
5. What elements of your living space could you easily adapt to a Wright-style environment?	SYNTHESIS
6. Why do Wright's designs seem to be ultramodern even today?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Analyze why Wright's building designs were not widely accepted.
- Determine some of the influences of Japanese art and philosophy on Wright's designs.
- Identify which earlier cultures Wright integrated into his works and how.
- Identify how "cantilever" is shown in nature and compare it to Wright's use in architecture.

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And the Mural Is. . .

GIVEN: Diego Rivera (1886-1957) was a Mexican painter best remembered for his murals. His bold, strong, and epic works helped to revive fresco paintings in Latin America. As a young boy, he had his own studio before he was able to read. Rivera received a government scholarship to study at the San Carlos Academy of Fine Arts but was expelled after taking part in student riots. He later studied in Spain and went on a sketching tour through Western Europe. Rivera was influenced by Cubism and Post-Impressionism and also became interested in the works of Surrealist artist Henri Rousseau. His commissioned work in the United States was not always received well because it reflected his political views and he was considered by many to be too radical. His most ambitious project was the mural dealing with Mexican history for the National Palace in Mexico City; unfortunately, he died before it was finished.

PROBLEM: Paint a mural of an historical event in the style of Diego Rivera. (PAINT/SYNTHESIS)

THOUGHTS:

Questions to assist you in your research and thinking follow.

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QUESTIONS:	1. What is a mural?	KNOWLEDGE
	2. What purposes did Rivera's murals serve?	COMPREHENSION
	3. In what ways did Rivera's style capitalize on the background of his audience?	APPLICATION
	4. How did the artistic styles of the times influence Rivera's work?	ANALYSIS
	5. How could your own views be shown in your mural?	SYNTHESIS
	6. How did Rivera's mix of politics and art affect acceptance of his art?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Determine the influence of politics on the arts.
- Research the impact of the WPA on visual artists of the 1930's.
- Compare the use of murals in a variety of contemporary cultures (for example, Russia, China, the United States and the Middle East).

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A Great Impression

GIVEN:

Mary Cassatt (1844-1926) was an American Impressionist painter who, although born in Pennsylvania, spent much of her career in France. Her paintings, with their bright colors and light, created the effect of what the eye sees at a glance—an impression. The works were asymmetrical and unposed in composition. The main subjects of her paintings were women and children. Cassatt studied in Pennsylvania at the Pennsylvania Academy of Fine Arts, settled in France in 1866, and was strongly influenced in her painting by her friend, Edgar Degas. She was admitted to the Salon in 1874, and at the invitation of Degas she exhibited her works with the Impressionists. Cassatt was important to the Impressionist movement because she influenced art collectors in America to purchase Impressionist art. Unfortunately, Cassatt's eyesight began to fail in 1900 and by 1914 she was forced to stop working. Cassatt was the foremost American woman painter of the 19th Century.

PROBLEM:

Analyze why Mary Cassatt first exhibited her works successfully in France and not in New York.
(ANALYZE/ANALYSIS)

THOUGHTS:

Questions to assist you in your research and thinking follow.

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QUESTIONS:

1. What was Mary Cassatt's style of painting?	KNOWLEDGE
2. What were the elements of her style of painting?	COMPREHENSION
3. In what other media did Cassatt use her personal style and technique?	APPLICATION
4. What was the attraction of Paris to artists, including Cassatt?	ANALYSIS
5. How would Cassatt and Degas combine their styles to design jewelry?	SYNTHESIS
6. How did the painters of Cassatt's time period use their peer group?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Name a photographer whose style of composition can be compared to that of the Impressionists.
- Develop a chronology of creative Americans who went to Paris to vent their creativity between 1860 and the present.
- Write an application by Mary Cassatt for admission to the Salon.

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A Picture's Worth a Thousand Words

GIVEN:

Ansel Adams (1902-1984) was an American photographer. He was most famous for his dramatic photographs of the West, which included forests, rivers, and mountains. Adams became a conservationist; he worked to preserve wilde:ness areas and served as director of the Sierra Club from 1936-73. His style was "straight" photography, which featured detailed, focused photos portraying subjects directly and simply. He helped found the world's first museum collection of photographs at the Museum of Modern Art in New York City. As an outgrowth of the photo-murals he made for the U.S. Department of the Interior, he developed the zone system of photography. His first book on photographic technique, *Making a Photograph*, included reproductions of his prints and was internationally acclaimed. Adams also established a photography department at a United States College—the first academic department in the nation to teach photography as a profession. In 1966 he was made a fellow of the American Academy of Arts and Sciences and in 1980 he received the United States Medal of Freedom.

PROBLEM:

Create a short story using Ansel Adams' photographs to illustrate it. (CREATE/SYNTHESIS)

THOUGHTS:

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71

Questions to assist you in your research and thinking follow.

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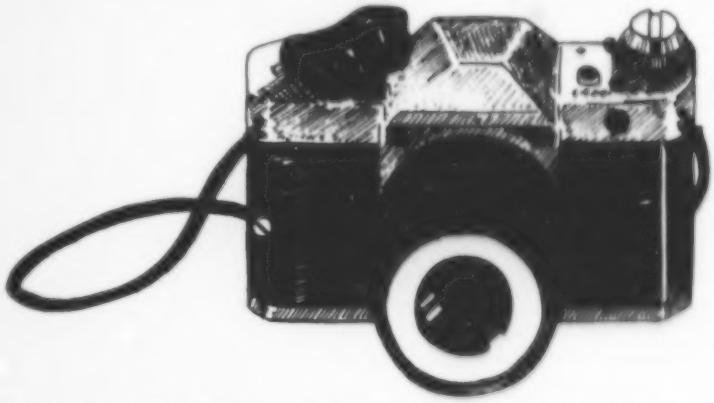

These questions are designed to help focus or stimulate your thinking as you work on the PROBLEM. They are keyed to Bloom's Taxonomy. The number or order of the questions you do may vary.

QUESTIONS:

1. What was Adams' primary subject matter?	KNOWLEDGE
2. How did Adams affect the style of landscape photography?	COMPREHENSION
3. How did Adams apply the technology available within the camera to create his photos?	APPLICATION
4. Why did Adams choose to use black and white photography throughout his career?	ANALYSIS
5. How would you use Adams' style to create a visual representation of a mood or an emotion?	SYNTHESIS
6. How did Adams' choice of cameras enable him to take the pictures that he produced?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare the life and work of Ansel Adams to that of Margaret Burke-White.
- Compare Adams' photography of the West with Georgia O'Keeffe's paintings of the West.
- Using only black and white film, take seven pictures of a landscape.

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To Be Fashionable

GIVEN:

Gabrielle (''Coco'') Chanel (1883-1971), a French dress designer, was the leader in Parisian ''haute couture'' (''high fashion''). In 1920 she opened an establishment in Paris where her original designs in hats, sweaters, and gowns were made. Her style encouraged women to discard their uncomfortable, complicated fashion in exchange for her elegantly casual attire. Chanel's classics included trousers, trench coats, turtlenecks, costume jewelry, and knit dresses and suits. One of her most famous creations was the ''little black dress.'' Additional items connected with her business included accessories and perfume. In fact, the basis for her wealth and power was her perfume, Chanel No. 5. First made in 1922, it is still popular today.

PROBLEM:

Choose a favorite fairy tale and design costumes for the characters in the style of Coco Chanel.
(CHOOSE/EVALUATION)
(DESIGN/SYNTHESIS)

THOUGHTS:

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QUESTIONS:

1. What was the current fashion style in 1913 when Chanel opened her first shop?	KNOWLEDGE
2. Why was the "little black dress" an important fashion statement?	COMPREHENSION
3. How were the styles changed?	APPLICATION
4. How did Chanel's fashion design affect the attitudes of society?	ANALYSIS
5. How would you assemble an outfit/costume which expresses your physical and intellectual characteristics?	SYNTHESIS
6. Why was Chanel's business financially based on a perfume rather than on clothing?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare Coco Chanel to Calvin Klein.
- Write a description of the fragrance of Chanel No. 5.
- Create a collage showing Chanel's influence on today's fashion.

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Painter of the People

GIVEN: Jacob Lawrence (1917-), a Black-American, is known primarily as a sophisticated primitive painter. Although born in New Jersey, he grew up in the Harlem section of New York during the Great Depression. Coming from a broken home, he was sent back and forth between his mother and foster parents for care. He was encouraged by settlement house staff to pursue art. Most of his work depicts Blacks doing everyday things (genre pictures) and he is best known for his series on events in Negro history. His work, which is very personal and highly stylized, gives an angular appearance and is noted for its simple outlines done mostly in bright-colored tempera. In 1970 Lawrence became the first artist to receive the NAACP Spingarn Medal. His works have been exhibited in the Museum of Modern Art and in the Whitney Museum among others.

PROBLEM: Create a 3-dimensional version of one of Jacob Lawrence's paintings. (CREATE/SYNTHESIS)

THOUGHTS:

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QUESTIONS:

1. What were the subjects of his paintings?	KNOWLEDGE
2. What factors in Lawrence's background may have affected his choice of style and media?	COMPREHENSION
3. How did the WPA programs of the Depression use his talents?	APPLICATION
4. How did economic and social conditions of the times affect his work?	ANALYSIS
5. How could you use Lawrence's style to depict social and economic conditions for the majority and minority populations in South Africa?	SYNTHESIS
6. How has the public responded to his work? Why?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Compare Jacob Lawrence to the author/illustrator Ezra Jack Keats.
- Choose a character from one of his paintings and write a story.
- Research the importance of the Harlem Art Center and the Harlem Workshop during the 1920's and 1930's.
- Determine the importance of Augusta Savage on the artistic education of Jacob Lawrence.

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What a Way to Gogh

GIVEN:

Vincent van Gogh (1853-1890) was a famous Dutch painter. He worked for an art dealer from 1873-76 but he disliked the work. Failures in love and religious ministry led him to achieve emotional release through his art. From 1880-84 he did mostly drawings and watercolors; it was during this period that he developed his skills. From then on his work became bolder and showed a greater confidence. It expressed his emotional intensity through texture and color. In 1886 he went to Paris and was greatly influenced by the Impressionists and Post-Impressionists. On Christmas Eve of 1888 van Gogh suffered a nervous breakdown and cut off part of his left ear. Another breakdown in April 1889 prompted him to check into a mental hospital, where he stayed for 12 months. On July 26, 1890, he shot himself and died two days later. Although he completed more than 800 oil paintings and 700 drawings, van Gogh sold only one piece of work in his lifetime!

PROBLEM:

Decide what style of music van Gogh would listen to today and list his Top 10 favorite songs.
(DECIDE/EVALUATION)

THOUGHTS:

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QUESTIONS:

1. Who was van Gogh and what did he paint?	KNOWLEDGE
2. What were the subjects of his paintings?	COMPREHENSION
3. How did color and texture reflect his emotions?	APPLICATION
4. Why did he paint the way he did and why was his style not accepted until after his death?	ANALYSIS
5. What is the connection between van Gogh's painting style and contemporary music?	SYNTHESIS
6. What kinds of music could accompany van Gogh's paintings?	EVALUATION

Using the same questions, continue your research and solve all or some of the following BONUS problems.

BONUS:

- Paint a self-portrait in the style of van Gogh.
- As his agent, plan a marketing campaign for van Gogh's paintings of the 1800's.
- Determine why the value of van Gogh's works has changed so drastically since they were painted.
- Hypothesize why Theo, van Gogh's brother, was his primary patron.

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Visual Arts

GIVEN:

PROBLEM:

THOUGHTS:

QUESTIONS:

BONUS:

79

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